

Angel Oak Elementary

6134 Chisolm Rd.
Johns Island, SC 29455

Grades	PK-5 Elementary School	
Enrollment	378 Students	
Principal	La'Toya Thomas	843-559-6412
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	54	49	2

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Average	Yes
2005	Average	Average	Yes

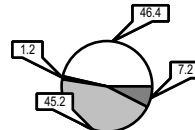
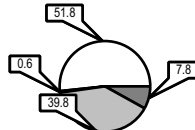
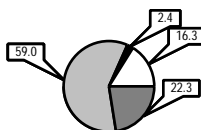
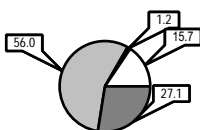
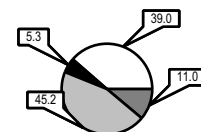
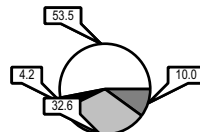
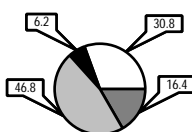
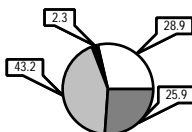
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	189	100.0	15.2	54.4	26.3	4.1	46.2	Yes	Yes
Gender									
Male	93	100.0	21.2	56.5	20.0	2.4	36.5		
Female	96	100.0	9.3	52.3	32.6	5.8	55.8		
Racial/Ethnic Group									
White	49	100.0	12.2	55.1	28.6	4.1	49.0	Yes	Yes
African American	108	100.0	15.3	55.1	24.5	5.1	42.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	32	100.0	20.8	50.0	29.2	0.0	54.2	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	164	100.0	12.9	58.5	27.2	1.4	46.9		
Disabled	25	100.0	29.2	29.2	20.8	20.8	41.7	I/S	I/S
Migrant Status									
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	184	100.0	15.2	54.4	26.3	4.1	46.2		
English Proficiency									
Limited English Proficient	23	100.0	31.3	50.0	18.8	0.0	43.8	I/S	I/S
Non-Limited English Proficient	166	100.0	13.5	54.8	27.1	4.5	46.5		
Socio-Economic Status									
Subsidized meals	145	100.0	17.6	55.0	23.7	3.8	43.5	Yes	Yes
Full-pay meals	44	100.0	7.5	52.5	35.0	5.0	55.0		

Mathematics – State Performance Objective = 36.7%									
All Students	189	100.0	15.8	57.3	21.6	5.3	48.5	Yes	Yes
Gender									
Male	93	100.0	16.5	55.3	22.4	5.9	50.6		
Female	96	100.0	15.1	59.3	20.9	4.7	46.5		
Racial/Ethnic Group									
White	49	100.0	8.2	61.2	22.4	8.2	51.0	Yes	Yes
African American	108	100.0	19.4	55.1	20.4	5.1	48.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	32	100.0	16.7	58.3	25.0	0.0	45.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	164	100.0	16.3	57.1	23.8	2.7	49.7		
Disabled	25	100.0	12.5	58.3	8.3	20.8	41.7	I/S	I/S
Migrant Status									
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	184	100.0	15.8	57.3	21.6	5.3	48.5		
English Proficiency									
Limited English Proficient	23	100.0	18.8	68.8	12.5	0.0	37.5	I/S	I/S
Non-Limited English Proficient	166	100.0	15.5	56.1	22.6	5.8	49.7		
Socio-Economic Status									
Subsidized meals	145	100.0	19.1	57.3	19.8	3.8	43.5	Yes	Yes
Full-pay meals	44	100.0	5.0	57.5	27.5	10.0	65.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	189	100.0	50.3	39.8	8.2	1.8	9.9
Gender							
Male	93	100.0	51.8	38.8	7.1	2.4	9.4
Female	96	100.0	48.8	40.7	9.3	1.2	10.5
Racial/Ethnic Group							
White	49	100.0	46.9	38.8	12.2	2.0	14.3
African American	108	100.0	52.0	38.8	7.1	2.0	9.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	32	100.0	50.0	45.8	4.2	0.0	4.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	164	100.0	49.0	41.5	8.8	0.7	9.5
Disabled	25	100.0	58.3	29.2	4.2	8.3	12.5
Migrant Status							
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	184	100.0	50.3	39.8	8.2	1.8	9.9
English Proficiency							
Limited English Proficient	23	100.0	62.5	31.3	6.3	0.0	6.3
Non-Limited English Proficient	166	100.0	49.0	40.6	8.4	1.9	10.3
Socio-Economic Status							
Subsidized meals	145	100.0	55.0	35.9	7.6	1.5	9.2
Full-pay meals	44	100.0	35.0	52.5	10.0	2.5	12.5

Social Studies							
All Students	189	100.0	45.0	44.4	8.2	2.3	10.5
Gender							
Male	93	100.0	49.4	40.0	7.1	3.5	10.6
Female	96	100.0	40.7	48.8	9.3	1.2	10.5
Racial/Ethnic Group							
White	49	100.0	38.8	46.9	12.2	2.0	14.3
African American	108	100.0	46.9	41.8	8.2	3.1	11.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	32	100.0	50.0	50.0	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	164	100.0	44.9	45.6	8.2	1.4	9.5
Disabled	25	100.0	45.8	37.5	8.3	8.3	16.7
Migrant Status							
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	184	100.0	45.0	44.4	8.2	2.3	10.5
English Proficiency							
Limited English Proficient	23	100.0	68.8	31.3	0.0	0.0	0.0
Non-Limited English Proficient	166	100.0	42.6	45.8	9.0	2.6	11.6
Socio-Economic Status							
Subsidized meals	145	100.0	48.1	42.0	8.4	1.5	9.9
Full-pay meals	44	100.0	35.0	52.5	7.5	5.0	12.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	60	100.0	18.6	39.0	40.7	1.7	42.4
	4	64	100.0	11.1	57.1	31.7	N/A	31.7
	5	61	100.0	20.0	61.7	15.0	3.3	18.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	65	100.0	14.0	36.8	45.6	3.5	49.1
	4	58	100.0	12.2	67.3	20.4	0.0	20.4
	5	66	100.0	20.0	65.0	15.0	0.0	15.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	60	100.0	32.2	57.6	6.8	3.4	10.2
	4	64	100.0	19.0	49.2	23.8	7.9	31.7
	5	61	100.0	26.7	55.0	11.7	6.7	18.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	65	100.0	14.0	71.9	12.3	1.8	14.0
	4	58	100.0	16.3	42.9	36.7	4.1	40.8
	5	66	100.0	18.3	60.0	20.0	1.7	21.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	65	100.0	52.6	38.6	8.8	0.0	8.8
	4	58	100.0	40.8	46.9	10.2	2.0	12.2
	5	66	100.0	60.0	35.0	5.0	0.0	5.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	65	100.0	63.2	36.8	0.0	0.0	0.0
	4	58	100.0	28.6	53.1	16.3	2.0	18.4
	5	66	100.0	45.0	46.7	6.7	1.7	8.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 378)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	7.7%	Up from 3.5%	3.7%	3.0%
Attendance rate	96.6%	Down from 96.8%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.5%	No change	4.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.8%	3.2%
Eligible for gifted and talented	10.4%	Down from 12.1%	6.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.2%	Up from 4.7%	8.5%	8.2%
Older than usual for grade	2.9%	Up from 1.4%	1.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 1.6%	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	42.4%	Down from 45.7%	48.7%	52.6%
Continuing contract teachers	78.8%	Up from 71.4%	81.1%	83.3%
Highly qualified teachers	84.4%	Down from 89.3%	93.2%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 3.7%	1.1%	0.0%
Teachers returning from previous year	87.7%	Up from 81.8%	85.7%	87.0%
Teacher attendance rate	94.2%	Down from 94.8%	94.9%	95.0%
Average teacher salary	\$40,376	Up 2.1%	\$40,742	\$41,703
Prof. development days/teacher	10.9 days	Down from 14.7 days	12.9 days	12.8 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 17.7 to 1	17.7 to 1	18.8 to 1
Prime instructional time	90.0%	Down from 90.6%	89.6%	89.8%
Dollars spent per pupil*	\$6,322	Down 4.2%	\$6,689	\$6,242
Percent of expenditures for teacher salaries*	72.6%	Up from 65.3%	64.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Angel Oak staff is committed in fulfilling our mission statement by providing positive, innovative, and educational experiences that will empower our children to reach their maximum potential. All our staff is highly qualified and certified. All 60 students in first grade have attended full-day kindergarten. Our main focus is to improve reading, writing skills, math skills, and discipline. We will increase our achievement level on PACT by having at least 80% of all students at or above the proficient level in math and reading/language arts. By "walk to read," we have already seen an improvement in writing and comprehension skills and our children are reading more books. We need to drill our students on the basic facts in math as well as provide many "hands-on" opportunities in the math curriculum. The Everyday Math Program, used as a supplement plan, has helped us already improve our math scores significantly and we also "march to math" (group according to MAP Skills). Information from the parent and teacher surveys dictates that we continue to work on improving our discipline plan. Our goal is to decrease the number of children suspended. This will be accomplished through individual behavioral plans and with the collaborative help of parents and the community. We are also implementing the Positive Behavior Plan. Through the team effort of our Leadership Council and discipline committee, a school-wide discipline plan is now being implemented. Eighty-six percent of our parents are satisfied with the parent involvement in the education of their children. This is an increase due to Individual Instruction Plans, in which educational strategies are developed for students by parents, teachers, and the principal. Our Character Education Curriculum is intertwined in our unit study: attributes such as cooperation, tolerance, empathy, conflict resolution. The Angel Oak Report Card is a starting point and an invitation to become involved with our future - our children. Acorn the owl, our mascot, reminds the students to: respect, be responsible, and get ready to learn. Help us provide a positive, challenging, and safe school. Join our "university."

Annette Sausser, Principal
 Sheridan Hammer, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	60	35
Percent satisfied with learning environment	86.4%	78.0%	88.6%
Percent satisfied with social and physical environment	69.6%	85.0%	88.6%
Percent satisfied with school-home relations	43.5%	93.3%	81.8%

*Only students at the highest elementary school grade level at this school and their parents were included.